

ROSTRUM

Volume 74

Number 5

January 2000

TRAINING YOUTH



FOR LEADERSHIP

*In recognition of outstanding performance
in both academics and forensics*

National Forensic League
proudly bestows on

of

the honorary designation of

Academic All-American

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PRINCIPAL OR HEADMASTER

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CDE Debate and Extemp Camps?!

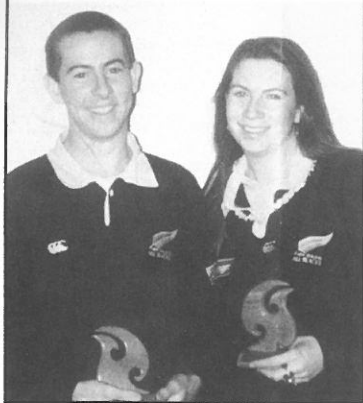


Anton Ford
Twice a National Champion (1993, 1994).
Twice an L.D. Trophyist, CDE Alumnus



Winthrop Hayes
CDE Alumnus
National Champion

Team Debate World Champions Twice



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CDE Alumnus

Jennifer Rotman
CDE Alumnus

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- CDE is the only camp to ever have its students from the same school close out L.D. final round at Nationals.



Josh Levine
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Geof Brodak and Bill Herman
Both CDE alumni, 1999 National Debate Champions

In 1990 CDE alumni
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the world for the U.S.

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CDE Alumnus 1994



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CDE Alumnus 1993-94



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CDE Alumnus 1996



Courtney Meyer
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CDE Alumnus



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CDE Alumnus 1994



Jill Van Pelt
1st Impromptu
CDE Alumnus

CDE is now accepting applications to its 2000 Camp

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Bates | College *Maine*

2000 Bates College Forensics Institutes

National Policy Institute: June 25 - July 15

Lincoln Douglas Debate Workshop: June 25 - July 8

Individual Speech Events Workshop: June 25 - July 1

Excellence in debate has been a tradition at Bates since 1896, when the college christened its program by besting Boston University in the finals of the first New England Debating League Championship. Competitive excellence remains the hallmark of the Bates debate program. In addition to its active participation in debate tournaments throughout the U.S. and Canada, Bates conducts an annual debating exchange with Japanese universities and makes frequent international tours.

The Bates Policy Debate Institute was founded in 1974 by the late Professor Robert Branham. The Lincoln Douglas workshop was added in the 1980s, and 1997 marked the addition of a one-week program in individual speech events.

The student-faculty ratio is carefully limited to 6:1. The program features daily supervised library and internet research, numerous critiqued practice rounds, and a full program of recreational and social activities.

Bates ensures that all instructional groups are led by professional forensic coaches with years of teaching and coaching experience, assisted by outstanding college debaters. All lab groups are led by senior staff, and each student works with each faculty member. The 2000 teaching faculty includes: John Blanchette, R. Eric Barnes (author of *Philosophy In Practice: Understanding Value Debate*), Lynne Coyne, Jen Harris, Bob Hoy, Joan Macri, Mike Matos, Dick Merz, Mindy Newman, Les Phillips, Jon Sharp, Chris Wheatley, and the UDL Coach of the Year.

Students live in double rooms in one of the college's modern dormitories, supervised by Richard Bracknell, parent, grandparent, teacher and forensics coach at Carrollton (GA) HS, and full-time director of residence life for the Bates Institute since 1993. The pastoral 109-acre campus located in Lewiston, Maine, is about 140 miles northeast of Boston and within half an hour's drive to the coast.

Comprehensive fees include tuition, handbook & copies of the institute briefs (policy debaters), videotaped critiques (speech participants), room and board. All meals, including a lobster bake, are included in the comprehensive fee. LDers receive copies of the *Bates LD Reader* and Eric Barnes' book, *Philosophy In Practice: Understanding Value Debate*. No hidden costs. Policy Debate Institute \$1,275; Lincoln Douglas Debate Workshop, \$850; Speech \$490. Need-based financial aid and payment plans available to qualified applicants. This year, applications will be processed on a first-come, first-served basis -- apply early for best chance of admission.

For further information:

Bates Forensics Institutes

Office of Summer Programs

Bates College, Lewiston, ME 04240

email: summer@bates.edu, telephone: (207) 786-6077

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THE ROSTRUM

Official Publication of the National Forensic League
(USPS 471-180) (ISSN 1073-5526)
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Editor and Publisher
P.O. Box 38
Ripon, Wisconsin 54971-0038
(920) 748-6206

The Rostrum (471-180) is published monthly, except July and August each school year by the National Forensic League, 125 Watson St., Ripon, Wisconsin 54971. Periodical postage paid at Ripon, Wisconsin 54971. POSTMASTER: send address changes to THE Rostrum, P.O. Box 38, Ripon, Wisconsin 54971.
SUBSCRIPTION PRICES
Individuals: \$10 one year; \$15 two years. Member Schools \$5.00 each additional sub.

ON THE COVER: The NFL Academic All American
Certificate (Application on Page 6)

NEXTMONTH: Focus on NFL's newest event - Storytelling.

INTRODUCING NFL ACADEMIC ALL AMERICANS

That sage of the South, Dr. Kenny Barfield, debate coach extraordinaire and principal at Mars Hill Bible School in Alabama, approached the NFL Executive Council some time ago with a world class idea: Why not honor students who really excel at *both* academics and forensics?

Why not, indeed! Entering the new millenium it is absolutely time to honor "NFL's brightest and best", those students who have achieved the top rank in their NFL careers and in their academic pursuits.

Beginning January 1, 2000, any NFL student who meets the rigorous criteria adopted by the NFL Executive Council, may be nominated by their coach or principal to be an NFL Academic All American. Upon acceptance by the NFL office, the student will receive an elegant gold embossed special heavy vellum certificate created especially for NFL by Jostens. (See front cover for a sample). This ultimate award, suitable for framing, will attest that the named stu-

dent had the *double* distinction of reaching the pinnacle of achievement in both their academic career and their competitive forensic experience.



Lora Barfield and Ben Grover
First Academic All Americans

Yes, the Council insisted that the criteria for acceptance be extremely tough: Degree of Superior Distinction (750 points), 3.7 minimum GPA (on a 4.0 scale), a score of 1400+ on the SAT *or* 27+ on the ACT, and most important, demonstrated qualities of leadership, character, and commitment as attested to by the coach and high school principal.

No, this program is not for everyone - only NFL's best and brightest may apply. The application is on page 6 and may be copied so coaches and principals may immediately nominate outstanding students for this extraordinary honor.

Congratulations to Dr. Barfield for a great idea! NOW let us honor those students who have achieved that rare double: excellence in school and in speech.



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due by February 1, 2000

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NEW CONGRESS RULES ON PAGES 24 & 25

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1997

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2. Student must have maintained a 3.7 minimum GPA out of 4.0 (or its equivalent).
3. The student must have completed the 7th semester.
4. Student must have a score of 1400 or higher on the SAT Exam and/or a score of 27 or higher on the ACT Exam.
5. The student should demonstrate qualities of character, leadership and commitment, as verified by both coach and principal.
6. A chapter may present this National Forensic League All American Academic Award to any NFL member who meets the criteria.

APPLICATION NATIONAL FORENSIC LEAGUE ACADEMIC ALL-AMERICAN AWARD

Name _____

School _____

School Address _____

NFL District _____

To the National Forensic League:

The above named student qualifies for the Academic
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_____ NFL Degree of Superior Distinction on record (750 points)

_____ GPA of 3.7 on a 4.0 scale (or its equivalent)

_____ ACT score of 27 or higher or SAT score of 1400 or higher

_____ 7th Semester student

Appropriate verification of these qualifications, including an official school transcript is included with this application.

We certify that the above information is true and accurate and that the student nominated, in addition to the above criteria, has demonstrated character, leadership and commitment.

NFL Sponsor (coach)

Principal

Student

Send this application and \$10 fee to NFL, Box 38, Ripon, WI 54971-0038
A hand engrossed Certificate of Achievement (see cover page) will be sent for presentation.

THE CUTTING IN INTERPRETATION

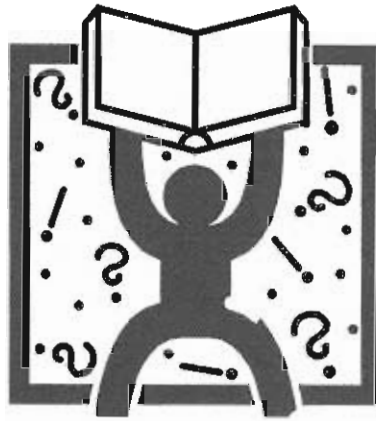
(THE 3 STEP METHOD)

by Bill Gibron

There are several questions that haunt a forensics coach: "why didn't I break?", "what do you mean they changed the topic?", "what again, exactly, is this event all about?". But few have the ability to strike the fear of frustration and angst quicker than "how exactly do I cut this piece?" Students that compete in interpretation tend to have this mistaken belief that coaches spend their off hours reading every work by every author who ever put pen to paper and then, naturally and perfectly cut them into a manageable ten minute performance. The truth is, and I speak for myself when I say this, the hand me down method of interpretation cutting seems to be the norm. Find a work that has done well in the past (or maybe that was just 'done') and re-read the cutting to make sure it is still a viable piece, worthy of doing. Then turn it over to the student and 'Viola', from zero to hero in one brilliant copying job.

But what about those times when the piece is unknown, or hasn't been done in several years? What if you can't, God forbid, get a decent cutting? What if you are stuck trying to cut the piece yourself? Well, for most of us, this daunting task has become second nature, since years of trial and error have resulted in a formulaic and simplistic approach to the dilemma. But what about the new coach? What can they do if the closest they have come to cutting something was the throat of that irritating student who keeps begging for a piece to perform? Well, I have come up with a three step method that, hopefully, creates an easy and functional way to take a full play, script or other bit of appropriately published material and turn it into a working interpretation.

Before we begin, though, there are a couple of caveats. First, I would suggest leading the students to material, not the other way around. Just because *South Park*, or *The Tom Green Show* is the funniest thing ever to hit television (in the minds of students) does not mean it can be transformed into a high school forensics piece. Also, certain issues, while needing to be discussed and analyzed in a fictional setting, do not sit well with Mommy or Daddy as they judge, in the back of the round,



mouth agape, at the graphic depictions of rape and sexual torture. Finally, do not forget the setting and the talent of the student. Little Jamie may be the next DeNiro, but giving him an over the top cross dressing female drag queen character is perhaps asking a bit much of a middle schooler.

After all these considerations have been taken, let the student drift into a bookstore or the school library and look over potential material. It is always better to find something they are interested in, than trying to sell them on your view of drama/humor. Once they have found something, or a couple of things, you should have a conversation with them, asking why they chose the piece, the author, etc. Ask them for the insights, the wisdom, the comedy as they see it in the piece. Try and discover the underlying reasons for their selection. They should be well founded and based in the material. They should never be 'because I think this can win'. You are a long way from making that determination.

The three steps can be performed by students, coaches or both. I tend to enjoy the act of reading, and as such, do not mind helping novices with their first go round at putting an interp together. However, after a piece or two, they should be well on their way to following the method themselves. Remind them, this will take time. A good interpretation is not magically created. It takes hard work and dedication. So begin with:

Step 1

Read the material for literary/interpretive MERIT:

Some things lend themselves to easy interpretation. Others still hold their mysteries in the head of the author, or in the imagination of the reader, and no matter how hard you try, how talented you are, or how much you think you or your student may be able to bring to it, sometimes, a piece just cannot be an interp. For example, John Cleese left *Monthly Python* in the early 70's and created his own television show, *Fawlty Towers*, one of the best comedic creations in the history of broadcasting....Witty, satirical and staunchly character and situation driven, it was and is a joy to watch. A veritable laugh riot. But it is a near impossibility to interpret. Why? The reasons are as obvious as they are complex.

Cleese, when asked why he thought the show was so well regarded, made it clear that, as he wrote a script, he was intertwining several things; character, setting, cliches, subplot, previous episodes, outside influences and main story line. And this is apparent in the work. The episodes are dense and play like, with time taken away from the main narrative string to add a tangent, only to have it reappear minutes later as a payoff to a joke, or the insight into character. At 30 minutes plus, each show crammed novels worth of detail into the location, actors, settings and costumes. All this combines to make a wonderful entertainment.

But it also creates a mountain the size of Everest to pare down into a molehill called Humorous Interpretation. Cut a line here, and you risk losing the joke at the end. Remove a section here and a character becomes ill defined and pointless. Plots are too complex to streamline and most coaches would simply give up, since the stories play out for 20 or 30 minutes, and ten minute snippets are few and far between, if they are there at all. So this is why you read the piece. You need to determine if it indeed can work in a ten minute hunk. Also, you need to determine if the piece is more than a stand-up comedy routine, or the tearful rant-

ing of a melodramatic mind. You want the material to be well received, not protested. This first step, then, is crucial to the overall effectiveness of the next two steps.

Step 2

Determine the FOCUS of the Cutting

Once you have found a work with merit, it is now time to narrow the focus of the piece. There are several ways this can be done with a few examples being the following?

Character Driven:

Not following a plotline, per se, but instead the focus will be on lines and interchanges that capture the nature and nuance of the character(s) center to the piece.

Plot Driven:

Getting the story across, with the barest bones of characterization, tone development and subtext.

Tone Driven:

Not following the plotline or the characters, specifically, but using the material as a means to channel a point, or a mindset, or an overall theme for the performance.

Drama Intense:

Picking out those parts, and those parts only that explain, heighten and express the drama of the piece.

Humor Intense:

Picking out those parts, and those parts only, that explain, heighten and express the humor of a piece.

Subplotting:

Removing minor characters or scenes from a piece and using them as the main focus of the interpretation.

Twisting:

Viewing a piece in light of the twist one can bring to it. For example, taking a piece done exclusively by men, and imagining and working through it as envisioned by an all female cast. Or a children's tale as performed by adults.

Step 3

READ AND CUT

the piece in light of the focus.

It is now time to enter the most work intensive part of the cutting process, the actual cutting. What I recommend is, first, make two copies of the piece, either in its entirety, or just the portion you will be working with. Next, save one copy and work with the other. Grab a highlighter and, in the margin, make a small dot near every line of dia-

logue, every character and every action you will be using in the interpretation, always keeping in mind the focus, or what you are trying to accomplish with the piece. Once you are done, go back and highlight everything you have marked. Now read through it. Does it get your point across? Does it stay within your focus? Does it capture what you wanted it to? It does? Great. Now, to recut.

Time the first run through. Unless you are near God-like in your abilities, you should be NOWHERE near ten minutes and probably have too much material, too many characters, and too many ideas to handle. So recut. Grab a RED pen and work through the first cutting, removing material here and there. Remember the focus. Concentrate on what you (or your student) can and cannot handle. Look at the number of characters. Actions that will have to be visualized. Moments that, while moving and fascinating, really add nothing to your main focus. Now, review the cutting. Again, time will probably be a factor. Now recut a third time.

This time, grab a BLACK pen and mark through additional material. But be careful. This is also the point at which you can actually KILL your interp. You need ten minutes, but if the ten minutes you end up with destroys the focus you have worked so hard to maintain, perhaps it is time to reexamine the focus. Or even the work. Just because you went through Steps 1 and 2 does not mean that the piece will end up working as an interpretation. After all, those were cursory decisions. You have now had time to work with the material, and if it does not want to cooperate, then step back and refocus the piece. Find something else in it that may work. Or, better yet, rethink the material, and perhaps scrap it for something a little more manageable.

There is one last step in all this, and that is the actual practice of the piece. However, it is stupid to list it here, since, after all, why would you be spending all this time shaping material just to have it sit on a shelf, or in a desk drawer. Through the actual interpretation process, you can see how successful you have been, or where the written word and your imagination run up against talent and the way it actually plays. Once all the kinks have been worked out of it, and you will see it coming together, take the second copy and create a master cutting. Save it for District and National Tournaments. File it away for the future. Maybe even include some notes from your overall review of the material (you DID take notes, didn't you?)

Begin to build an interpretation library, a resource for students to use in a pinch, or for you as a coach to remind you of pieces past.

By the way, this system works well with all interpretation, from Oral Interp to Duo. Just take into consideration the additional requirements those events demand. You may need more than one poem in Oral Interp to get the point across. Or perhaps the two characters you love the best for a Duo do not have ten minutes of mutual material. Once those factors are taken into consideration, you should have no problem using the methods proscribed herein. Shakespeare once wrote that, "the plays the thing!" Unfortunately, he was speaking of using it to capture his Uncle in the act of treason. Hopefully, by using these hints and ideas, you will no longer worry about the material capturing your flaws as a coach. After all, in a successful interp, the "cutting" is the thing.

(Bill Gibron coaches at the Academy of Holy Names (FL). He received the 1999 NFL Best Communications Award for his publication The Florida Sunshine Report. He is the son of a former NFL coach, Abe Gibron, who coached the Chicago Bears in the "other" NFL)

AWARD WINNER



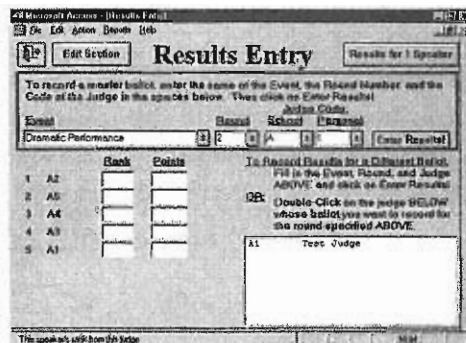
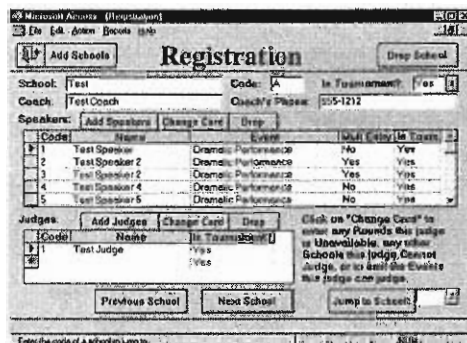
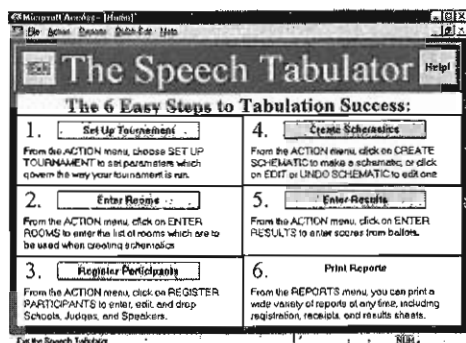
Ruth Harper

(Ruth, an L/D Octa Finalist from Blackfoot (ID) HS at Nationals finished 14th and was omitted from the September Rostrum. NFL regrets this error)

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The Scholars Program at the Emory National Debate Institute

June 18 - July 1, 2000 • Emory University, Atlanta, Georgia

The Emory National Debate Institute, which has contributed to the education of high school debaters for a quarter of a century, now offers a specialized workshop-within-a-workshop catering to experienced high school debaters with advanced skills. The Scholars Program, which was conceived and designed by some of the nation's most competitively successful college coaches, gives accomplished debaters the opportunity to receive the kind of instruction, research opportunities, and feedback they will need in order to meet their competitive goals for the coming year.

The Scholars Program will take place alongside the established Emory National Debate Institute, under the Direction of Melissa Maxcy Wade. Those who enter the Program will have access to the entire faculty of the ENDI. However, the Scholars Program contains a number of additional features designed specifically to benefit the advanced debater.

Special Features of the Scholars Program Under the Direction of David Heidt

Advanced curriculum: Every aspect of the Scholars Program has been redesigned by our staff of accomplished coaches, from the lecture schedule to the structure and pace of lab groups. Members of the Program will receive advanced library instruction, including guided research in the Woodruff library system and targeted use of Internet resources. Our curriculum helps students understand and utilize the most advanced modern debate positions, but without sacrificing their ability to win rounds with traditional skills and strategies.

Emphasis on evidence accumulation: Rather than forcing experienced students to endure redundant basic lectures, we let Scholars get on with the business of researching the topic and practicing advanced techniques.

Amazing staff-to-student ratio: We maintain a 1:4 staff-student ratio in lab groups, and each student will interact with nearly every member of our large Scholars Program faculty.

Unique, separate lectures: Outside their lab groups, members of the Program will receive direct instruction from top-rated college coaches. Even in lecture settings, our staff-student ratio is unusual, with no more than 20 students listening to one instructor. Furthermore, we offer a small group theory seminar menu targeted to students' needs and interests.

Numerous debate rounds: Our curriculum includes a minimum of 12 rounds, with extended time for critiques from our staff.

Select faculty: The Program will be directed by David Heidt, past winner of the National Debate Tournament and coach of numerous national collegiate champions at Emory over the past several years. Assistant Directors will include Kristin Dybvig and Stephen Bailey. Kristin is the coach at Arizona State University, where she was a nationally ranked debater, and has coached teams into the elimination rounds of national championship tournaments. Stephen Bailey, a veteran instructor of the Emory and Michigan Institutes, set a national college record last year when he compiled the second best win-loss record in the country as a sophomore. The rest of the Scholars faculty has been selected from among the ENDI's staff of accomplished college debaters and coaches.

Great value: Scholars will pay the same price as other students at the Emory National Debate Institute. We are a nationally competitive institute at a discount price!

You must apply for the Scholars Program at the ENDI. Those seeking admission should call or write:

Melissa Maxcy Wade

P.O. Drawer U, Emory University • Atlanta, GA 30322

Phone: (404) 727-6189 • email: lobrien@emory.edu • FAX: (404) 727-5367

EMORY

Barkley Forum • Emory National Debate Institute

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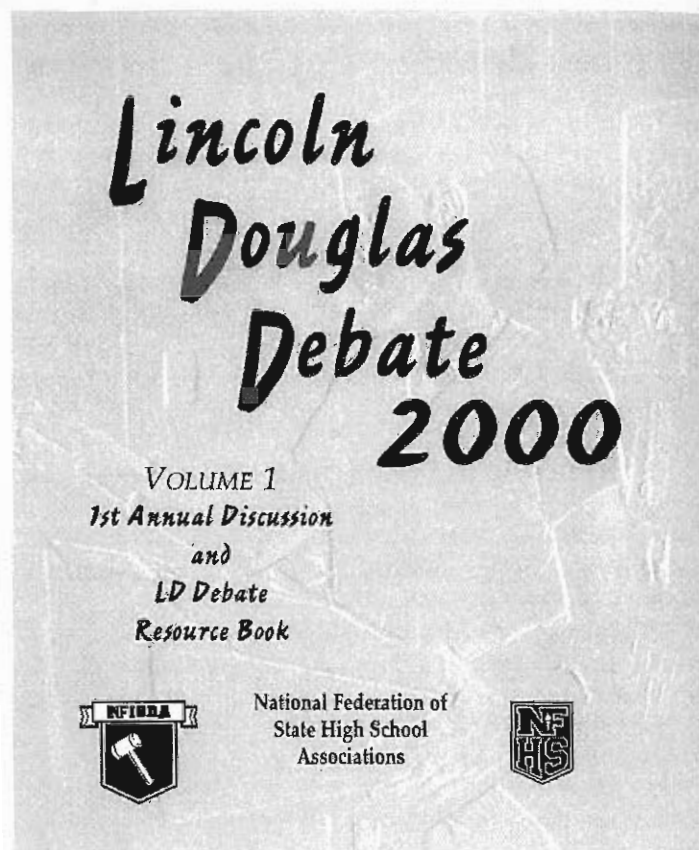
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Although only half of the resolutions included will actually be used in competition during the year 2000, each analysis provides commentary on issues that recur within Lincoln-Douglas debate over a period of time. Hopefully, these will prove a useful resource for novice LD debaters as additional areas for analysis and research, and for more experienced competitors as they conceptualize arguments and strategies that transcend specific resolutions.

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SPEED IN L/D: BLESSING OR BANE?

by William (Rusty) McCrady

Back in 1995, I was called for jury duty. By some small miracle, I immediately got assigned to a trial the morning I reported. The trial proceeded quickly, and after a couple of hours of testimony and cross examination, the attorneys presented their closing arguments. I was particularly impressed by the prosecutor, who had outlined his arguments on a legal pad, and presented his case in a clear, deliberate manner so that his message escaped none of us on the jury. As a debate coach, I took note of his organization, emphasis of key points, and general style. I sensed that his approach was virtually the same as what we L/D coaches try to instill in our competitive debaters.

Fast forward to a debate I observed this spring at our District Tournament. As an audience member (not a judge), I witnessed a brilliant debater from a high school in Virginia blitz her opponent with a negative case that must have been delivered at a clip of over 200 words per minute. I kept thinking that it would be next to impossible to take notes on her case for purposes of making a rebuttal or even just to keep track of her points in order to flow the argument in order to judge the debate. When I found out much later that she had won the debate, I was not really surprised, but to be honest, I was troubled. Her opponent, who spoke at a little over half her rate (in other words, at a normal rate of delivery), had in fact made a valiant attempt not to "drop" any arguments, but I guess that the judge felt that her attempt to address this "lightning" speed was not quite sufficient.

Why was I uneasy about the verdict in this debate? I had to ask myself: is my bias in favor of natural tone and normal rate of delivery outmoded in today's world of competitive debate? This may be the case, but even if I am voicing a minority opinion, I still feel the need to take a stand against speed debating, especially in the realm of Lincoln-Douglas rounds.

I keep going back to my experience as a member of a jury, and to memorable moments in presidential debates, political speeches, graduation speeches, and other examples of persuasive oratory directed to the ordinary reasonable person -- not to a specialized audience. As debate coaches, shouldn't we be educating our students to

express themselves and their opinions in the real world, and not just in the insular world of competitive debate? To be honest, I cannot think of any instances where speed talking is used effectively in real life, other than at the end of those commercials when the announcer has to rattle off a fifty word disclaimer in ten seconds, or by the auctioneer calling out prices and bids.

Granted, there are advantages to using a rapid fire delivery in debate. The technique has been honored for decades in policy debate, where the burden on both sides is to present reams of documentation in an incredibly short amount of time, both to bolster a case and to counter an opponent with an equally impressive array of facts and examples. In its early years, Lincoln-Douglas debate was deemed by its supporters to be different in both style and substance from its policy counterpart. Thus, for a while at least, it seemed that speed was frowned upon, and oratorical effectiveness and a natural, listener-friendly delivery were encouraged and promoted. But in the heat of competition, things change.

It is not hard to figure out why speed talking has become popular in Lincoln-Douglas debate. First of all, it enables a debater to present vast volumes of material -- often five or six contentions instead of the more conventional three. In so doing, a debater presents the opponent with a highly complex argument and many points to address and refute. Thus the opponent's task becomes that much more difficult, and the likelihood of dropping one or more of the fast talking opponent's points greatly increases. A second, related advantage is that the opponent will have great difficulty trying to take complete and comprehensible notes on a case that is delivered so rapidly. Thus the opponent may become so overwhelmed and frustrated that s/he will be thoroughly demoralized by the end of the speedy opponent's constructive. Third, a fast talking debater naturally adopts an aggressive style and tone, which some coaches apparently encourage and deem the epitome of how a competent debater should sound and act. In debate, speed and an attack mentality seem to go hand-in-hand.

Finally, perhaps the most telling of all the advantages of speed is its effect on judges who have become accustomed to

speed talking as a standard debating technique. My theory is that such judges fall into two groups. First, there are those judges who really can follow the flow of argument presented at a high rate of speed, and thus expect all debaters not only to follow the argument as they have, but to prepare an equally speedy rebuttal in the small allotment of preparation time. While I do not agree with such judges philosophically, as I will explain later, I certainly respect their listening skill and ability to comprehend detailed arguments delivered at such a rapid rate. Unfortunately, the second category of judges comprises those who are unable to follow such lightning arguments, but then refuse to penalize the debater for their rate of delivery, and instead credit this debater for using speed to put the opponent at a disadvantage. (Granted, a third category of judges resent an excessively fast delivery, and criticize it accordingly.)

Given the above advantages, I may be unwise in finding fault with speed debating. However, I keep going back to that jury duty experience, and I ask myself: How effective would that prosecutor have been if he had addressed the jury at 200 words per minute? In other words, my nagging concern is that fast talking is a skill whose utility is limited to competitive debate and high pressure salesmanship. If we teach it or advocate it as a desirable public speaking technique, we may be doing our students a grave disservice. A secondary concern is that speed debating will proliferate out of necessity, since an opponent who wants to win is forced to speed up delivery in order to address all of the fast talking opponent's contentions. But as we learn in our study of morality, what is deemed necessary isn't always right.

Maybe speed has become so widely accepted that my objections will be seen by most experts as provincial or antiquated. Still, I must conclude by asking the reader a question: was your most memorable teacher a fast talker, or someone who spoke in deliberate, measured, confident phrases?

(William (Rusty) McCrady, coach at Walter Johnson HS, (MD.) is president of the Montgomery County Debate League.)

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U.S./CUBA YOUTH DEBATES SCHEDULED FOR HAVANA

by John Tredway

Background

In late 1997, I made contact with representatives of the Cuban government to bring a group of American high school students to Cuba to have an open discussion of issues separating the two countries. The United States government would not permit such a visit in 1998.

The nearly 40-year old U.S. embargo against Cuba was tightened during the 1990's to the point that relatively few Americans--mostly journalists, government officials, university researchers and Cuban Americans visiting ailing relatives--are granted licenses by the Office of Foreign Assets Control in the U.S. Treasury Department.

The situation changed with the January 5, 1999 announcement by President Clinton that he wanted to see more people-to-people contact with Cuba. In May 1999, I was granted one of the first licenses by the Office of Foreign Assets Control allowing secondary schools the opportunity to make legal visits to Cuba.

Havana Negotiations

I met for three days with representatives of the Union Jovenistas de Comunismo (the Young Communists) in Havana. We negotiated a mission statement and an agreement on free speech to bring students for a series of debates, January 18-25, 2000 in Cuba. The debates will center around the embargo, human rights conditions, the flow of refugees to the United States, international athletic competitions, access to the internet by Cuban students and the most important question for future leaders of both countries: mindful of differences in the past, where do we go from here?

Project Innovation

Few Americans travel to Cuba and even fewer go with the permission of the U.S. government! This project will be a first

(John Tredway is District Chair for the South Oregon District and coaches at Ashland HS (OR).)

for secondary schools and the debates will give U.S. and Cuban youth the first real discourse about a unique and troubled relationship between the U.S. and Cuba. According to Larry Corwin, Assistant Public Affairs Director at the U.S. Interest Section in Havana: "The debates area shining example of President Clinton's plan to increase people-to-people connections between U.S. citizens with Cubans."

Trip Itinerary

The itinerary for the trip will feature these highlights:

- *Debates at three high schools in Havana.
- *A basketball game between U.S. and Cuban students.
- *Three nights of disco in Havana and one night in Cienfuegos.
- *A visit to a pediatric hospital where American students will bring medical supplies from community hospitals in Oregon.
- *A one night stay in a "Young Pioneers Camp" in Veradero.
- *Debates at the Latin American School of Medicine in Havana.
- *Visit to the People's National Assembly.
- *Visit to the Museum of the Revolution.
- *Visit to Havana School of Music.
- *Visit to the U.S. Interests Section

Since we don't have diplomatic relations with Cuba, the USIS operates under the auspices of the Swiss Embassy.

Congress Agenda

I am not expecting Cuban students will be able to argue a position contrary to official policy but the Congress format will enable us to have a debate. Cuban students will submit five bills/resolutions and we will do the same. Some possibilities include:

- *A bill to end the U. S. embargo (this will be a Cuban bill)
- *A resolution for the U.S. and Cuba to agree to the U.N. Declaration On Human Rights (we plan to submit this resolution)
- *A bill to allow Cuban sovereignty over the U. S. base at Guantanamo (Cuban)
- *A bill to allow access to the internet for Cuban students (U.S.)
- *A resolution for independent drug testing at international athletic competitions (Cuban)

Delegates Selected

A student group of 26 from Oregon will form the U.S. delegation: 17 from Ashland High School, four from Glencoe High School, one from Grant High School and four from North Eugene High School. All students have completed at least two years of Spanish and several are NFL members.

This will be the first time in nearly forty years that citizens of the U.S. have traveled to Cuba for the purpose of holding formal debates about policies dividing the U.S. and Cuba. While we have seen baseball teams and choral groups performing in Cuba, it is exciting to have a discourse between future leaders of both countries. During this historic time in January 2000, we plan to remember the past while communicating possibilities for the future.

My work in NFL over 28 years is the real inspiration for this project. The debate process is the best forum for building international relations and I have great confidence that our Congress format will open new avenues of communication.

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THE D G E

GIVING BETTER 1AR'S by David M. Cheshier

This month my aim is to offer specific, practical advice for improving the first affirmative rebuttal. Thanks to the pressure negative teams impose during the block, the 1AR is one of the most demanding speeches given in the debate, and too many rounds are decided based on technical problems there. After reviewing some of the basics, I address four issues now receiving some attention, all of which entail debunking certain myths about good 1AR's. Then I'll review some tricks of the trade, designed to help make the first affirmative rebuttal a speech of real beauty, as opposed to those painful exercises we've all seen in just "getting the job done." What may surprise you is how easily these tips can be utilized in your own debating.

Things You Already Know About The 1AR, But Must Never Forget

If you've given even a single 1AR, you understand immediately the basic mechanics of the speech, which boil down to this simple but hard reality: The 1AR has five minutes to comprehensively extend arguments made in thirteen. This basic and brutal fact derails many otherwise good rebuttals when a speaker gives in to the temptation to over-explain, thereby misallocating precious speech time. I argue later that the time demands of the 1AR do not require a total absence of explanation, but, to be sure, the opportunities for explanation are in short supply, and must be carefully exploited.

You also know, I presume, some other 1AR basics. There is the imperative of partnership survival: Cover, cover, cover! Arguments dropped by the 1AR are especially hard to recover from later in the

round, since judges expect to screen out new or resurrected claims in the last affirmative speech. You know also that good 1AR's should minimize their use of preparation time, leaving the bulk (though not necessarily all, as I discuss momentarily) to their partner's speeches. It is usually, though not always, a good idea to avoid reading new evidence in the 1AR, again simply because of the time demands. If evidence is to be introduced it must be concentrated on truly critical issues, under situations where you and your colleague have honestly concluded the round's outcome is in peril if the key card isn't read.

It is essential to extend the basic net benefit claims of the affirmative case, such as impact evidence and solvency claims where they have been contested. Certain other negative positions, because they have *a priori* standing in any judge's decision making, such as topicality, arguments that "turn" the case, and some critiques and decision rule claims, must be answered or the debate will be instantly lost.

At the end, so much of effective 1AR delivery is simply a matter of understanding one's limits. It is simply impossible to extend every claim, so choices must be made. With practice these choices can be made intelligently, in a way designed to put maximum pressure on the second negative rebuttalist. And choices are made in many ways: by consideration of what claims can be answered quickly and which can be conceded altogether, and by conscious and strategic decisions about where time is best invested, to mention two of the most important.

Effective 1AR's also come to the speech with detailed knowledge of the affirmative case. Nothing subverts argument efficiency more than ignorance. And I'm referring to more than a basic understanding of the case claims and plan mechanisms; if you have an intimate knowledge of the affirmative sources, your ability to efficiently reference key claims will help you economically move through complicated refutation.

Four Myths

The imperative of achieving hyper-efficiency in the affirmative rebuttal has given rise to four points of view, sometimes not expressed or often defended, but apparently shared in many quarters. I describe them as myths to be debunked although some make forceful cases for each, usually because they have seen a brilliant exception that, in their view, proves the rule.

MYTH 1:

"My rebuttal will be better if delivered 'stand-up.'"

Stand-up 1AR's are speeches delivered without use of preparation time. Their appeal is obvious, and many debaters just transitioning to open/varsity division competition resolve to deliver stand-up rebuttals after seeing top-flight debaters do them with apparent success. Beyond the obvious benefit of saving valuable preparation time for the 2AR, it can disorient the second negative rebuttalist a bit if the 1AR stands immediately, since some rely on a brief prep period to talk things over with their partner. There is thus some case for notetaking 1AR preparation time, since it can rob the 2NR of prep time as well.

There is a considerable danger in stand-up 1AR's, however, the danger of nonextension. It happens in several ways, and in my view is almost inevitable because of one fundamental fact about stand-up speeches: You cannot flow yourself and someone else at the same time. The prospect of not flowing the block, which is explicitly advocated by some as a prep time reduced (the advice is to just listen and immediately write out your 1AR arguments), invites disaster. Not having a flow of the block makes it almost impossible to go back and do more serious prepping if it becomes necessary. One-step prepping produces less well considered extensions, for one has time enough only to write down the first idea that comes into mind before the 2NC or 1NR is off to the next idea. Consideration will almost always improve on this first instinct.

I have acquired some confidence in my own ability to tell when a rebuttal has been prepped without flowing the block. Such rebuttals are blippier and advance claims less coherent and strategically sound. Another dead giveaway is that the time allocation often precisely reproduces the allocation in the block. It should only take a second's thought to generate reasons why this fact might not favor the affirmative.

The advocates of stand-up 1AR's prepared in this way strongly disagree with me, to be sure. And, as one of them, you may be taken with the sheer thrill of jumping to your feet the second the 1NR sits down. If so, at least consider this compromise: Decide as the block unfolds where the time is going to be allocated, and based on their decisions, choose to flow some and not others. There's nothing wrong with refusing to take a detailed flow of throwaway case claims you would want to group anyway,

and doing so can contribute to your preparation and coverage efficiency. But determine to take a good flow of the 2NR and 1NR on the couple most complicated and essential arguments, so that at least there, you have the flow necessary to generate and extend your most sophisticated claims.

MYTH 2:

"I explain; therefore I fail."

Time allocation mistakes are the most common errors made by 1AR's, and we have grown so sensitive to the risk that we now commonly tell 1AR's to omit all explanation of any kind. "Just say it and move on" is now typical advice. This thinking is misguided when stated so extremely, and can produce speeches where explanation has been discarded along with reasons, warrants, data, and all the markers of thought itself.

The trick is to know when explanation is appropriate, even conceding the harsh time limits that circumscribe opportunities for oratory. Sometimes explanation can increase efficiency. There are times when simply articulating a complicated thought once (say, in overview, or at the first available line-by-line opportunity) can save you time later, if only preventing repetition. Of course there is no time for extravagant overview introductions, and they aren't strategically wise so early in the rebuttals anyway. But a crisp explanation of a confusing link takeout, or an articulate explanation of why a theory objection to the counterplan should be voted on, can have enormous effect.

MYTH 3:

"It is more efficient to have my partner prep part of my 1AR."

This can be debunked the most easily, I hope. Relying on someone else to script the 1AR (or any rebuttal, for that matter) is a terrible idea in all but the most extreme circumstances:

(a) it diverts your partner from flowing you, a bad idea;

(b) you sound worse reading someone's else's bad handwriting than making your own arguments. The result? Greater inefficiency and confusion. And,

(c) script reliance increases meltdown risks. The process of delivering a high speed speech is stressful enough without the added strain of sightreading a brand new script. Don't let yourself be scripted!

MYTH 4:

"A little 1AR incomprehensibility is a good thing."

This is the most insidious myth of all,

in part because while many judges and debaters implicitly endorse it, you won't often hear this point of view openly expressed, and so the occasions for debunking it are rare.

Since you won't often hear a coach advocate IAR incomprehensibility (maybe you've never heard it), it seems harder than it is to explain this paradox of top-flight national circuit debating: Perfectly skilled debaters, able to give exquisitely clear negative rebuttals, suddenly turn into monsters of spew in the IAR. I think this outcome happens because we implicitly endorse it in our judging and coaching behavior: Although we all say we want perfectly clear and understandable IAR's (and in the abstract, for the good of the activity, I'm sure we do), too often we encourage, or fail to discourage incomprehensibility there. It happens for reasons quite easy to see, which prove all too tempting. The dark secret, well known to any skilled 2AR, is that a little incomprehensibility in the IAR can be quite helpful, and sometimes even a lot of confusion can help the affirmative more than the negative. IAR incomprehensibility arguably hurts the 2NR more than the 2AR: the 2NR doesn't want to waste his or her prep time chasing down unclear claims, and knows judges are usually unpersuaded by pleas for mercy (most judges I know think they sound whiny). This phenomena explains for some why 2AR's with basically skilled but incomprehensible partners so often do well in speaker award competition: 2AR's end up benefitting from their job as clean-up artists. Incomprehensibility often goes unfixed because it is rarely penalized; judges empathize with the pressures 1AR's feel, and are loathe to come down too hard on a 1AR who was incomprehensible but covered everything.

But IAR incomprehensibility is on-balance a terrible thing. It degrades all the speeches that follow, as the last two rebuttalists desperately struggle to turn your undecipherable Rosetta Stone into a translatable document. Inarticulate IAR's introduce a fatal disconnection between constructives and rebuttals, and the price is usually that much of the subtlety of the 2AC/2NC/1NR speeches is lost forever. And while the occasional 2AR is bailed out by the ability to artfully reinterpret 1AR jibberish, the on-balance effect is harmful there as well. Judges usually figure out the new 2AR lies, eliminating any benefit. And the points go down, down, down.

The most fundamental problem in the

pro-incomprehensibility view is its concession that you are better served when they don't know what you're saying than when they do. What does this say about the quality of your arguments?

Tricks of the IAR Trade

TRICK 1: Circle the Best.

Here's a very simple trick the IAR should use in preparing the speech: as you listen to your partner give the 2AC, on each major position (disadvantage, topicality violation, critique, major case argument) circle the two or three best or truest answers made, or just circle the number of those responses. After a couple of debates you will know these instinctively, since the experience you've accumulated has taught you what turns or permutations or takeouts tend to work best over time. And you've seen what your partner tends to believe is the truest answer, what s/he sounds best in extending.

There are, of course, important strategic calculations to keep in mind when making this selection. In debating counterplans, think carefully before you commit to extend intricate theory objections (such as that conditionality, dispositionality, negative fiat, or plan-inclusive counterplans are illegitimate); they will eat up your time like no other argument, and are often hard to win judges on. You will in all likelihood want to keep a permutation alive in the IAR. In critique debates, it is usually time efficient for the IAR to extend so-called "permutations," or performative contradiction claims, and not so efficient to extend even intricate "wrong forum" arguments. It may be best to keep alive certain "counter-critique" arguments, especially in debating Foucault on this year's education topic. When extending disadvantages, beyond the obvious insight that good turn-arounds should be extended, remember also to extend the relevant uniqueness responses, so the turn is unique and you preserve the possibility of a marginal net benefit for the affirmative.

From the 2AC on, let those circled numbers guide you. First, put your prep priority on those responses. Make sure you are comprehensively extending prioritized arguments even if your desire to limit prep time use means those are all you precisely script. Second, let those circles guide your eyes down the flow during your speech. If you get to the last disadvantage with only seconds remaining, instead of starting at the top, or forcing your partner to wave his

arms so you'll jump to the right critical response (as in, "IDIOT: GET TO THE TURN!"), just cover the issues you've prioritized. Your coverage may still be meta-physically inadequate, but at least the essential arguments are extended for your colleague.

Much of what you will want to say on these highlighted arguments can be prepped, by the way, in advance. While the 2NC takes his or her couple of minutes, the IAR can often script a very concise summary statement of the argument, even writing it out word for word, so the temptation to orate too much is corrected (that is, once the IAR gets there, just clearly read what is scripted, as opposed to trying to explain the point over again). So often, critical disadvantage turns are simply mishandled in the block, and a very quick and clear re-statement of the argument in the IAR can be enough to win the debate on, since the judge will often end up simply calling for the relevant evidence and deciding the issue from there.

The circle trick solves a major source of time misallocation in the IAR, since too much time is wasted extending so-called argument "pimps," those quickly made 2AC presses. IAR's go for them because they attract little 2NC ink, so IAR coverage seems efficient, but the payoff is usually not worth it, and too much time gets wasted at the top of the argument as a result. An important clarification: I'm not urging you to never extend these fast asserted takeouts. If there truly is **no internal link** to the disadvantage, of course you should extend the point. But letting circled arguments set your priorities for the speech will force your attention to only the best of your partner's answers. Here's a tip, by the way, for the 2AC who debates with a less experienced partner: Before the tournament review what these couple most important responses are, so your 2AR bases will be covered even if the rest of the IAR goes astray.

TRICK 2: Prep the Sequence

I hope this tip speaks for itself. Too often IAR's stand up and produce a road map for the speech off the top of the head. Sometimes impromptu decisions about the road map doom the speech, leaving the rebuttalist with too little time at the end to adequately cover something critical. It is worth taking just a couple extra seconds of prep time to talk through the sequence with your partner. Proper sequence in the IAR is no less important than in either of the last

two rebuttals; in fact it is more important than 2NR sequencing, since the 2NR has the luxury of picking and choosing what she will go for.

Sometimes the problem is that sequence ends up dictated by preparation (or its absence), and so a critical counterplan will be sequenced last to give the partner time to fill in the flow. This is almost always a disaster, since it keeps the 2AC from flowing, and disorients the 1AR when the missing sheet is pressed into the order.

TRICK 3: Group Where Possible, and It's Almost Always Possible.

Consider grouping topicality violations and case positions, almost always. That is, literally say: "Group the violation," and then make six to ten global arguments in response. Less frequently, but importantly, consider grouping major positions (like off-case arguments) which received attention in the block but which were hurriedly extended. It is rare that you would want to group major positions receiving major attention in the block.

Grouping increases your time economy in several ways, and is strategically valuable too. Not having to signpost to every single 1NR topicality extension can save you critical seconds. Grouping can reduce prep time use (this is one reason stand-up speeches are possible, since so much prep time can be saved in not scripting line by line you can literally write down answers as the 2NC/1NR speaks). Grouping can help your partner too, by giving him or her sometimes essential flexibility to creatively apply your answers where necessary.

There are some important dangers to be avoided. One is that too much will be grouped, making the 1AR sound blippy and committed only to taglines, as opposed to real argument extension. As I mentioned, this is one of the concerns which leads me to oppose a general "standup" strategy, since too often it leads to overgrouping. The point to remember is this: grouping is a time allocation aid because it frees time for the more important positions, not because every argument should be grouped. The other important danger is that grouped positions will not substantively advance the argument. When a disadvantage is grouped, for example, it can be too easy for the 1AR to revert to simply repeating 2AC claims. When this happens, the job of the 2NR is made easier, not harder: he or she needs only to extend their original takeouts

and the debate is won.

TRICK 4: Prep the Endgame.

Try to debate in ways that make your partner's 2AR easier and more damaging to major negative claims. Convert arguments which have you on the defensive, grinding away at your speechtime, into offensive voting issues for your side. If the negative has made a particular decision rule claim into a voting issue, answer it but also see if you can devise a way to argue for their defeat based on the original claim. Or try to shift the argumentative ground onto issues where you know you have a lot more evidence to read, if necessary, in the last rebuttal.

TRICK 5: Practice, Practice, Practice.

The 1AR can especially benefit from rebuttal reworks at home, in part because so much of doing them well revolves around larger skill and structural dimensions (the basic level of comprehensibility, signposting clarity, and time allocation, to name three) that an external observer can judge even without having seen the whole round.

The basic rework drill is usefully revised in two ways for 1AR's. If there is a major "overexplanation" crisis, then requiring that the rebuttal be regiven in less time can help. Cutting the speech down to four minutes so overtaxes debaters with a tendency to overexplain that they are almost invariably broken of the habit by the drill. Of course, one must be careful in thinking condensation is a cure-all: if all the drill accomplishes is superfast or less coherent talking, then it is self-defeating. A second revision can work better, and involves the 2AC as well. Instead of a full practice debate, pick one issue that is debated through a hypothetical 1AR. Start with the 2AC reading scripted responses to, say, a Clinton disadvantage, then have the appropriate team member give a full 2NC blow-up, followed by an abbreviated 1AR focused just on the disadvantage. Zeroing in on just one issue in this way can promote useful discussions about strategic thinking, signposting, grouping, the appropriate use of very efficient issue overviews, and the adequacy of point-by-point explanation.

This last drill is sometimes resisted by 1AR's, since it fails to reproduce both the overall climate of pressure typical of the speech, and the normal sense of panic that accompanies quick preparation. But when one considers the percentage of debates

on this topic which comes down to Clinton, the Lopez counterplan, and the Foucault critique, it is foolish not to carry out concentrated 1AR drill work on this issues.

TRICK 6: See Targeted Feedback.

I often find myself in this scenario when judging, and I don't think I'm alone: After the debate I'll be asked by a debater how they might have improved the 1AR. It is a good question you should always ask if you give the speech. But the problem for most judges, unless some immediate problem or compliment comes to mind, is that their thinking is understandably focused on what happened in the last two speeches. After all, those speeches almost always generate the final grounds for decision. I confess I often hear myself say vague comments, like: "Well, you overallocated a bit to that cheapshot topicality argument. Otherwise, pretty good!" But of course such advice doesn't help much.

Smart debaters don't let me or others off the hook that easily. They may follow up with the question, "Well, what one major change should I have made"! But this may not work either, not because the question is poor so much as that it, too, fails to trigger full recollection of the speech in the judge's mind. Try this instead: "May I ask a favor? Would you mind looking at your flow of me on the Clinton disadvantage? Do you think I went for the right answers? Do you see any particular place I screwed up and over- or underallocated time? Do you see places on your flow where you found it hard to make sense of my extensions?" It's not necessary to wear a judge down by going through every major position to quickly elicit productive feedback. And focused feedback of this kind will be much more useful than general cliches.

Here's a final piece of advice, though it may seem a bit bizarre in a debate world used to giving the glory to debaters who give the last rebuttal: Work to become so effective a 1AR that you are in contention for major speaker awards. It happens every now and then, and while it's rare, judges crave hearing a 1AR so well argued and clear they can justify awarding it a 29 or 30. Wouldn't it be great to overcome the worst 1AR myth of all, that the 1AR is always the "weaker" partner?

(David M. Cheshier is Assistant Professor of Communications and Director of Debate at Georgia State University. His column appears monthly in the Rostrum.)

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ARI is pleased to announce Objectivist topic analysis essays just in time for the January/February NFL Lincoln-Douglas resolution. Our essay for the November/December essay was provocative and widely discussed. Find it, along with other archived topic essays, and a bibliography for the 1999-2000 policy debate topic at:

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NEW CONGRESS PROCEDURES

by Harold Keller and Gary Harmon

Rules Changes

*No NFL district shall state or imply that if a student qualified in a previous event, that student may not qualify for the National Congress.

* If a student qualifies in Congress and in another event or events, s/he must make a decision and notify the District Chairperson concerning the event s/he decided not to enter at the National Tournament. Participation in Congress and any other main event is not permitted.

*No District Committee should set limits on the number of students entering the District Congress that is in conflict with the Congress Tournament Manual concerning apportionment.

*The District Committee should align the District Congress, as closely as possible, with the Student Congress Manual guidelines as well as align itself as closely as possible with the guidelines and protocol of the National Student Congress.

*Change the Congress Apportionment Chart to:

1-20 Members & Degrees	2 Senate	2 House
(Currently 1-10 = 2 and 1,	11-20 = 2 and 2)	
[SC Manual 2000, page 7]		

* Increase the minimum of required hours for on floor legislative debate for a one day student Congress from 4 to 5 hours. A two day Congress must have a minimum of 8 hours of on-floor debate for the two days combined.

Qualification Changes in District Congress

Replace the current guidelines concerning National Congress qualifiers and number of schools with the following:

Senate

A district with 8 schools or more represented may qualify 2 Senators for the National Senate.

Without 8 schools no Senate may be seated but a district may still conduct a house with sufficient entries

It is strongly encouraged that when 30 or more students are entered in the District Senate, two Senates, or a "Super Session Senate, should be conducted to determine the National Senate qualifiers.

House

25 to 29+ students in 1 House only may qualify 1 to Nationals
30 to 60+ students in 2 Houses may qualify 2 to Nationals
61 to 90+ students in 3 Houses may qualify 3 to Nationals
91+ in 4 Houses may qualify 4 to Nationals

School entries in the House must be proportionally divided in the several House chambers.

No more than four (4) students may qualify for the National House of Representatives from a District based on the total number of students entered in the District House of Representatives and based on the number of Chambers in which those students were divided.

National qualification is to be based on number of Congress participants as well as the number of Chambers.

It is encouraged that when multiples of 30 students are entered in the House, an additional Chamber be established. Ideally, a chamber should seat no more than 25 Congress contestants.

Guidelines for a Final Session of Congress

An NFL District *may* choose to hold a Final (Super) Session of Congress at their District Congress Tournament. A District should review the Student Congress Manual and follow, as closely as possible, the same procedure and protocol that is used at the National Student Congress (SCM 2000, pp 9, 10, 11). However, certain guidelines must be followed:

A. There must be a preliminary session (or sessions) of Congress in two or more Chambers, from which the top ranked or voted students advance. A final session of Congress should seat no more than 24 contestants and must have a minimum of four hours of on-floor legislative debate.

1. If two preliminary chambers, advance not fewer than 8 from each chamber and not more than 12.
2. If three preliminary chambers, advance not fewer than 6 from each chamber and not more than 8.
3. If four preliminary chambers, advance not fewer than 4 from each chamber and not more than 6.

B. The number of students advancing to the National Congress is in direct ratio to the number of preliminary chambers conducted from which the top students in the preliminary chambers advanced to the Final Session of Congress.

C. A final Session of Congress should have two and preferably three scorers. One of those Scorers may serve as the Parliamentarian.

1. A District may opt to have the Congress Scorers and Parliamentarians decide which student Congress contestants advance to the National Congress. A District may have the Scorers and Parliamentarians choose the National Qualifiers in one or both Congress Chambers and/or have the students elect the National Qualifiers in one or both Chambers.

2. A District may have the Congress Scorers and Parliamentarian select the most superior Congress contestants (not more than 7) and then proceed to an election process in that final Session in which the student Congress contestants select/elect their own National Senators and/or Representatives. A District may nominate their most outstanding Congress contestants by taking the top speaker point contestants, placing not fewer than three and not more than seven on the final ballot.

- a. It is strongly recommended that the District use the "base system" for scoring in the Final Session of Congress as the goal is to keep all contestants on a "level playing field" for being eligible. No contestant should automatically be placed in nomination by speaker points simply because s/he was fortunate enough to get in an extra scored speech.
- b. It is strongly recommended that preferential balloting be used for the selection/election process of the national Qualifiers from a Final Session of Congress. The preferential ballot will determine the qualifiers as well as the alternates for the National Congress.
- c. If a District uses the student voting process, as used in the election of President Officers, all National Qualifiers and Alternates must be elected by a majority of Congress contestants in the final session chamber. (Please consult your 2000 edition of the National Congress manual, page SCM 8 "Selecting of Superior Member, #3).

D. If a final session of Congress is conducted in either the House or the Senate, and a base system is used as recommended for awarding NFL Speaker Points, the Presiding Officer shall also be awarded points on the base. The Presiding Officer is to be scored for one speech (1 to 6 NFL speaker points) for each hour of presiding. Each hour of Presiding also determines the Speaker's priority for recognition for on-floor debating in the event s/he relinquishes the Chair. If the base for a Chamber is less than the total hours of presiding in the chamber, the Presiding Officer's points shall be determined by placing the number of hours on the same base as the other Congress contestants' speech base. For example: if the base is 3, and even if the Presiding Officer has presided for four or more hours, his/her points for presiding shall be determined on the base of three as are all other contestants in that session.

Changes in National Congress Procedure **(As established in 1999)**

A. Breaking to Semi Finals: Two scorers and one parliamentarian will be used per preliminary session. The Parliamentarian shall assign bonus participatory points to each congress person on a scale of 1 (low) to 4 points (high) at the end of the preliminary sessions.

1. Congress officials (Parliamentarians and Scorers):

- a. The Parliamentarian may advance two students based upon the overall performance of the Congress student in the preliminary sessions.
- b. The high NFL point earners, determined by adding the four scorers' point totals, converted to the base system, and the Parliamentarians bonus points, shall advance to the semi finals. The number of Congress contestants advancing to the semi final session shall not exceed a total of eight.

2. The base system for determining qualifiers shall be used (See Congress Manual concerning the Base System).

B. In the event that there is not a clean break in points, and a tie exists that would advance more than eight students, that chamber shall vote by individual ballot to determine which student(s) will advance.

Additional Duty for Parliamentarian

At regular intervals the Parliamentarian shall make available a record indicating the total number of speeches each congress person is credited with. The congress contestant has the responsibility to make sure that his/her number of speeches is correct. (Councilor Harold Keller is NFL Clerk of Congress. Gary Harmon is Congress Director)

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CIVICS IN THE CLASSROOM

by
Prof. Paul Lorentzen
PER
Youth Program
Committee Chair

This is the first of a continuing series of articles which appeared in the "Unsung Heroes," Public Employees Roundtable newsletter.

Why such a series? Because we believe that the effective advancement of one of PER's three missions - to encourage young people to consider careers in the public service -- greatly depends upon how much young Americans know about their system of government and the responsibilities of citizenship.

However, we have had to conclude that schools, for many years, have generally not been teaching civics. Hence, we will try through these articles to expose more students to at least the basics of their country's government and the role of citizens in it.

How would these articles have such an impact? We will be urging all of our readers to make a point of finding out what (if anything) their local school system specifically offers in the way of civics. To what extent are students -- certainly by the time they are finishing high school -- knowledgeable about their country's government, based as it is on a federal structure and such constitutional principles as representation and the separation of powers, as well as about the importance of the citizens' role in this form of democracy.

And if such educational opportunities are absent in the system we will urge that, as parents and concerned citizens, our readers make their voices heard at the local and state levels to change this situation and to ask their friends and neighbors to do likewise.

For how can young persons be expected to consider working in the public sector with its thousands of career fields and millions of jobs -- if they have never had the benefit of learning how this whole governmental system is set up and operates? In effect, they are being cheated of, knowing about a large part of the world of

The Public Employees Roundtable is a non-partisan coalition of 32 management and professional organizations representing more than one million public employees and retirees. Since its founding in 1982, PER has had a single, clear, three-part mission -- to educate American citizens about the significant contributions public employees make to the quality of our lives; to encourage dedicated service among government employees; and to promote public service careers. The member association represents the broad spectrum of government professions that are able to join together with a single voice to promote and support the PER mission.

PER takes a proactive approach in creating programs, which offer the maximum opportunity to promote a positive public attitude towards government employees.

PER is currently the co-sponsor of United States Extemporaneous Speaking and the sponsor of Commentary at the LFG/NFL National Finals.

Prof. Paul Lorentzen is a retired federal manager of the Washington Public Affairs Center of the University of Southern California School of Public Administration, and an active representative to the Public Employees Roundtable. He is a widely traveled author and lecturer and a superb raconteur.

work when thinking about choosing fulfilling employment. They will not discover the exciting challenges and many opportunities to serve their fellow citizens that public service offers.

We expect that this series of articles will be covering such topics as:

1. The vital significance of understanding the federal nature of our governmental system -- its national/state/local levels of Powers and responsibilities -- and hence differing employment fields and opportunities for service.
2. The importance of appreciating the operational effects of the principle of executive/legislative/judicial powers -- with some variation at the three structural levels -- and hence some quite special careers and roles found in these three branches.
3. The necessity of being acquainted with the various systems used for filling public sector positions, especially the ones based on merit and, hence, how better to prepare oneself for specific public career fields.

To conclude: If you are already convinced that something needs to be done to improve what our schools are doing (or not doing) in this area, there is no need to sit around waiting for the next article. Our stated purpose will already be accomplished by this article if you start to find out exactly what's going on with civics in your local school.

(Professor Lorentzen will be contributing a monthly column)

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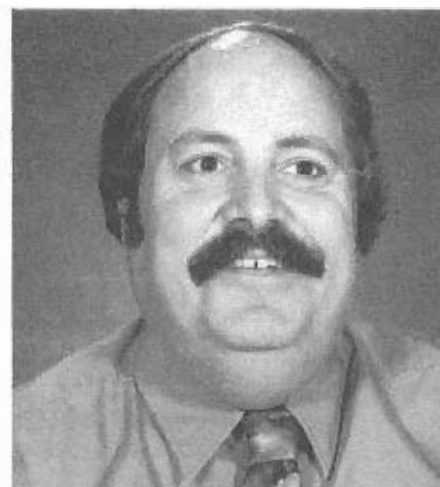
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STUDENT VIEWS

THE SCARS OF WINNING

by Dan Shalmon

A morning at the St.
Mark's debate tournament:**6:15 a.m.**

This the wake up call you requested for six fitee.....

SLAM

6:25 a.m.

Ah, the alarm clock, the ever-effective back-up system.

SLAM

6:27 a.m.

After approximately 34 unsuccessful attempts to find the snooze button on the Courtyard Marriott clock radio, I managed to get enough energy to sit up in bed and turn the lights on. I noticed that the pizza boxes, Mountain Dew case, laptop chords, and the six incredibly inhospitable layers of plastic sheet on the bed and I, have somehow contorted ourselves into a position roughly equivalent to a cross between Kama Sutra and Hatha Yoga.

6:30 a.m.

I extricate myself from my physical predicament and realize that it is roughly 27° in our room. But, it could be worse; yesterday morning we woke up to a balmy 94°. As you may or may not know, it is the strict policy of the Glenbrook North Debate Society to only stay in those hotels whose thermostats run on the *freeze* or *fry* system.

My partner has not yet noticed the frigid temperature as he is covered by a make shift blanket made up of our Clinton accordions, Federalism 2AC block, a printer cable, and a pink highlighter.

6:45 a.m.

I step into the special edition hot-water resistant shower - another strictly enforced GBN policy - and I get that feeling again. I almost always get it around 6:45 in the morning at St. Mark's. It's that "what the hell am I doing here" and "why can't I just sleep 15 minutes more," feeling. Although they have managed to deliver several hundred small bottles of completely

useless toiletry and cosmetic products, apparently I have neglected to specifically mandate that the hotel supply us with fresh towels. Around the time I find myself trying to use the least disgusting one on the floor to remove the biting cold shower water, I am pretty well on my way to asking, why on earth I do such awful things to myself.

I guess that's my question for you then. Why are we here? Why do we do the incredible things we do for an activity that is so absurd? I mean, in reality, what we do and say really is ludicrous. The Clinton disad is perhaps the greatest string of argumentative lies ever promulgated to reasonably intelligent human beings on a large scale. Affirmatives are usually blatant oversimplifications and masterpieces of obfuscation - frankly, I don't even think we have a Forest Fire policy in Russia. Consult the Congress about the Kurile Island Dispute during the Kosovo Crises - or the NATO alliance about library censorship - these are self-evidently idiotic ideas; and yet every single one is a pet position for the Glenbrook North Debate team. As our assistant the Acolyte likes to say; It's all about smoke and mirrors, smoke and mirrors. And yet, we spend hours and hours and hours refining, preparing, thinking about these exaggerations, oversimplifications and out and out lies. And once all that has been done, all the work and forethought and patience gets spewed out at a beyond comprehensible rate of speed. We sacrifice our family lives, our social lives, our grades, our time, our energy and our hearts to this ridiculous activity.

Why?

A big part of the reason is the enjoyment of the activity itself - the act of debating. Competing against people of the caliber in this room (and outside it) is a wonderful experience. There's nothing you can do in a fleece vest and tie that will give you a bigger adrenaline rush than full-out intellectual war in a hotel ballroom at 9 in the morning. Perhaps it is the thrill we get from uncovering a great argument, a burning desire to learn more, read more, know more. Maybe it's because it lets adolescents,

whose opinions are typically given short shrift, have a medium for expressing themselves, or because it gives us a new and challenging arena in which to excel, or provides us with an escape, a power trip or a security blanket.

Debate requires such superhuman dedication to succeed competitively that in order to justify itself, debate (and success in debate) must be tied to things deep inside us. The need to learn, the need to be great, the drive to succeed - these are all things that have profound effects on us; they sit in places close to our hearts - and so we have little choice but to believe that these deeply seated needs can be at least somewhat fulfilled with success in debate - however we define it. Whatever the reason, it drives us to do some pretty wild stuff.

For example, we refuse to accept anything short of absolute triumph. Last year, when Glenbrook South took second at the Glenbrook Round Robin, Mr. Matt Whipple, the director of debate at GBS, sat next to his top team as they stared dejectedly into their water glasses. I was sitting nearby making a valiant attempt to double Todd's dejection being that coming in fourth should generate twice as much frustration as coming in second. So I hope he doesn't mind me quoting what he said to Todd as he patted him on the shoulder. He said: "Todd, you need to chill out", (clearly the truth, Todd really did need to chill out). "Ten years from now, no one will remember if you came in second, or first or last - I promise. But they will remember whether they had fun debating you, if they thought you were a good friend, if they were impressed by you as a person. So stop worrying about it."

Our absolute dedication to victory really is sort of silly once you think about it. Because as great as it is to win St. Mark's or the Glenbrooks or the TOC, the big plaque you get is a piece of wood with plastic and metal glued on. It's a piece of wood - a nice expensive piece of wood, but a piece of wood nonetheless - and once you get it - your problems, your flaws, your foibles and your troubles remain unchanged. Winning a tournament doesn't change anything about you except your trophy collection.

But aren't there intangible, personal benefits to achievement? Perhaps. But winning, in many ways, is a road without end - the end is an illusion - with every victory, we raise the bar higher and higher. Victory is in reality a treadmill - there are always more files to be written, more updates to be cut, another elim to win. We tend to think that once we reach the next level, we will have finally accomplished something. But a treadmill that gives false hope is a very dangerous thing.

It is dangerous because these purported benefits of success shift our attention away from things that really do deserve our supreme efforts, our utmost attention. Things that really do matter in the grand scheme on things; like human beings.

The summer before my junior year, my best friend told me something that I promised myself I would repeat today. She said: "You know, every year, they have a senior give a speech at St. Mark's. And the person always talks about their friends. Next year when you give that speech you're going to break the tradition. You aren't going to talk about your friends, you're going to talk about how great it is to win."

I guess that gives you a pretty good idea of the kind of person I was at the time. Things are different now. The day that wonderful girl died, I knew I had to prove her wrong.

A little achievement can be a painful thing. Last year at this tournament, I was completely obsessed with victory. So obsessed that every time she asked me to visit her, I told her I would drop by, and even though it was only a short walk, I never went because I had to have absolutely positively up to the minute Mid-Term Election updates. On Sunday, Loe Hornbuckle and Adam Savoie unintentionally did me an incredible favor. They beat me on a 5 - 0 in semis - and they didn't even run Mid Terms. I got to spend almost four hours with Julia Burke watching the finals and the Novice Hoe-Down, a last little chunk of time with my best friend in the world. I got my last chance to see the wonderful way she lit up a room, how she looked as she tossed her blonde hair back and laughed her soul-warming laugh. I got to make fun of her knees, and feel the incredible bond I shared with her one last time. And that is something I would trade any debate round, any tournament, and any trophy in existence to experience again.

While I was writing this speech, a great debater and an equally excellent friend

who won this tournament last year told me: "Even though we won St. Mark's last year, I still have a lot of regrets... little things... it was the last time I saw Julia and I wish I could have talked to her some more...I've got really good memories of St. Mark's. But I don't actually remember that much about debating in the final round besides Loe making a fool of himself. I do have a great image of you and Julia sitting on the ground down to our right, wearing your matching sweatervests and smiling."

The people in debate and the value of the experience itself are indescribably precious.

Debate is a wonderful activity with powerful potential to help us learn and grow. But sometimes, the fanatical dedication with which we approach it ends up undermining its most awesome benefits. Not because success in and of itself is evil, not because competition itself is flawed, but because we elevate it above everything else; like the people in this activity who touch our lives or the value of a good joke now and then to lighten up the finals of a major national tournament. Debate victories are great feats - it takes a lot to win a tournament. But after the initial shock of defeat is past, very few people look back on their debate career and say: Gee, I wish had cut one more *Lexis* search. They do regret not spending enough time on the things that really mattered. And I do wish that I had spent one more hour with Julia - and maybe cut one less search.

Competitive success does not solve our problems or make us better people - and however good it may feel to finally win the big one, that feeling pales in comparison to what it feels like to have found a truly great friend. We sometimes lose sight of the purely intellectual benefits, the wonderful ways in which this activity changes our hearts and our minds because we are so focused on winning - and that's a shame, because friendship and growth are the ultimate accomplishments.

This is the last St. Mark's of the 20th Century. In all likelihood, the debaters of the 21st will look back at us and laugh at our primitive attempts at argumentation - the Clinton disad in particular. No matter how spectacular the last three elimination rounds of this tournament are, they will not reign supreme for very long in the collective memory of the debate community. And chances are, no one will remember who went

for what in the block - or what the decision in quarters was - and although they might dimly recall the name of the school that wins, they will never really be able to put a person to the team code.

But today the best debaters in the country have an opportunity - the last chance in this century to take a step back and think about the basic reasons we bother with this activity in the first place. We have a choice; we can accept the supremacy of achievement at all costs and continue to value the win above all else - or we can decide that perhaps the greatest benefits of debate cannot be represented by a piece of wood and plastic. I don't think that we should give up the competition; or that debaters should turn into the Care Bears and hug each other at the end of every cross examination. I also don't think that every debater in this room is dead set on grabbing the golden ring at the expense of his or her friends - nor am I (hypocritically) attacking the value of an intense work ethic. But I do think that as a community we have, by and large, oversold victory and undersold real accomplishment - we sometimes choose the next step on the treadmill over a chance to touch the lives of amazing people who may be stripped from our grasp at any moment. For me it took the loss of an extraordinary friend to realize how truly silly it is to allow competition to undermine friendship - not a day goes by that I don't feel the scars of winning. I think that maybe, just maybe, we would be better off if we recognized that while debate itself is a rather ludicrous and unimportant activity in the grand scheme of things, the people in debate, and the value of the experience itself are indescribably precious... The 21st century will probably not remember great debaters, but it just might remember great people.

(This speech was delivered by Dan Shalmon of Glenbrook North High School at the 1999 St. Mark's tournament. Dan and partner Shawn Powers won the National Debate Championship in 1999)

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PRACTICAL REFUTATION AND AN EFFECTIVE FIRST AFFIRMATIVE REBUTTAL

by Lisa Seeland

Although many textbooks describe the necessary strategy a first affirmative rebuttal (1AR) must use, practical experience reveals that many times, an ideal textbook situation cannot be reached. In reality, 1AR for the speaker is rarely a textbook experience. The literal definition of rebuttal, as documented by Austin Freely in his book, *Argumentation and Debate: Rational Decision Making*, states, "The term *rebuttal*, strictly interpreted, means to overcome opposing evidence and reasoning by introducing other evidence which will destroy its effect."¹ To refute effectively the negative arguments and reestablish the affirmative position, a practical approach which incorporates known theories but allows a clear and personal style of debate must be used. As Roy V. Wood states in *Strategic Debate*, "Most debaters and coaches now realize that usually a debate is won or lost in the first affirmative rebuttal."² The following strategies suggest a practical approach to ensure that the debate is not lost in the 1AR.

The 1AR's burden is described by Roy V. Wood, who claims it is necessary "To further the affirmative's strategies of fulfilling the burden of proof, maintaining the offensive, and narrowing the debate."³ At a theoretical level, this burden seems reasonable. However, realistically, because of the time constraints and the amount of material that must be covered, this becomes a difficult task. The 1AR's difficulties are compounded as a rebuttalist, for he must effectively refute the negative block, twelve minutes of negative speeches, in only five minutes. As Wood comments:

The negative block is a strong strategic force in the debate because it is uninterrupted. And, more important, the affirmative team has only two short speeches in which to reply to it. The bulk of this reply obviously must come in the first affirmative rebuttal.⁴

To effectively counter the negative

block in the short time period allotted, however, reasoning must take precedence over hard evidence. Freely presents several methods of refutation which can be applied to the 1AR in a very practical and successful manner.

The *first* area deals with reasoning. This concept is the key to a successful 1AR, as there is not enough time to externally document each point. The *second* area requires that the rebuttalist reveal logical fallacies of the negative arguments and position. Wood states that:

By thoroughly understanding the "illogical possibilities," a debater can become very effective at refutation and rebuttal. It is useful and necessary, then, for the student to know the fallacies of factual, value, and causal arguments because several analytical fallacies frequently appear in the debate.⁵

An argument is fallacious, if, for some reason, its conclusion is not justified by the evidence that has been presented in support of it. Logic or facts used to justify the conclusion are both examples of "evidence" which, when faulty, cause the analytical fallacies. As stated, such fallacies can appear on three levels:

factual,
value
and causal.

By clearly understanding the above terms, a 1AR can rapidly and effectively dispel many of the negative's arguments. At the factual level, the two common fallacies and simple examples of such occurrences follow.

1) **Personal Experience**, when the debater applies personal knowledge on a broad basis, "In my town, everyone takes a driver's education course, therefore, it is obvious that it would be redundant and unnecessary to mandate such a program nationwide..."

2) **Statistics**, using numbers from a study to prove facts. Although sounding

impressive, statistics can often be misleading to a judge as they represent only a projected conclusion based on a few samples. It is obvious that many fallacies can be created by simply neglecting to explain the sample base, the number of people surveyed or tested, from which the statistics were derived. The cross-examination period is the most logical and strategic time to reveal such fallacies to the judge. Do not be afraid to ask your opponent how large the sample base was, who the study was conducted by, and the geographical location(s) in which the study was conducted. By doing so, a "100% reduction in the number of teenage pregnancies due to sex-education," can most likely be limited to a statistic representative of a single school rather than an entire nation. This simple use of logic can make a seemingly unarguable fact an irrelevant point when applied on a larger scope required in a debate.

Value Arguments

The second level deals with value arguments. "A value argument is one in which the advocate wants his audience to agree that a positive or a negative value should be attached to a particular situation."⁶ This type of argument is directed at an emotional level, and often involves the application of emotional tactics rather than facts. In using value arguments, the negative team tries to make the judge see a non-existent link between two statements; one involves facts, the other simply emotions. For example, a negative might prove to a judge that the Iranian government is receiving shotguns from the United States. However, once they have proved such a point, the negative team might resort to a value argument to justify a stoppage of such sales stating, "The United States should cut all military assistance to Iran because they held Americans hostage." At the emotional level, this argument is effective, but as a 1AR, simply pointing out to the judge the fallacies of relying simply on emotion can both save time and bring

the judge down to a more logical level.

The third level deals with causal arguments. Many times, a debater will try to prove one act as a cause for another. However, unless the debater can show the factual link, the actual cause and effect pattern as it relates to the two facts, such arguments are fallacious. Many times, a correlational situation is mistaken, or presented by the negative team as a causal fact. The practical logic a 1AR can use to reveal a correlational argument is to simply state that just because two events occurred at the same time, one did not necessarily cause the other. For example, just because Americans increased their intake of soda pop the same year many people in South America died of cancer does not prove that soda pop causes cancer. It is logically impossible to prove a causal link between the consumption of pop and the occurrence of cancer by using the previous example. By pointing out the correlational arguments used by the negative, and questioning the links to such arguments, a 1AR can defeat many arguments by simply using logic. Through discovering the fallacies of the negative's arguments, the third area is revealed, that of exposing negative dilemmas and inconsistencies.

Because the 1AR deals with both negative speeches, very often, he will have the opportunity to point out to the judge the discrepancies in the two negative speakers arguments. Exposed contradictions not only undermine the credibility of the negative teams arguments, but also negate both arguments which contradict. A common situation occurs when the second negative constructive states, "We should not adopt the affirmative plan because if adopted, the world will be blown up in a third world war." The contradiction then commonly occurs when the first negative rebuttalist states, "There is no need to adopt the affirmative plan because it is almost in effect nationwide currently." By making both statements, each one is nullified by the logical consequences of the other statement. By simply pointing out inconsistencies, then the 1AR can dispose of many negative arguments. Finally, the 1AR can simply dismiss an argument by exposing irrelevant arguments. Irrelevant arguments can be classified as any of the previously explained fallacies or simply by completely unrelated arguments to the subject at hand. By simply pointing out such information to the judge, the 1AR will not have to spend valuable time defeating irrelevant arguments.

Once the 1AR has a firm understand-

ing of the necessary burdens and the possible arguments that are an integral part of his speech, he must transmit his thoughts to the judge. This must occur through the process of delivery; thus, clarity of argument must be given highest priority. Clarity does not include just the physical aspects of speaking such as diction, pitch, enunciation, volume and pace, but the 1AR must include the "reasoning" behind each statement; he must show the logical link behind each statement which defeats the negative argument. This is especially necessary in rebuttals since evidence is not generally used for documentation. Another necessary requirement of clarity is sign-posting, in other words letting the judge know exactly what argument is being presented and where it applies to the negative arguments in the debate. This allows the judge to spend his time listening to arguments rather than trying to find his place in the debate.

Parallel to the importance of clarity is the importance of emphasis. Freely explains:

Not all parts of a speech are of equal importance. Some parts of the speech are indispensable to the advocate's case; other parts are of lesser importance. The advocate's problem is to emphasize the more important parts of his speech. Emphasis makes it easier for the audience to grasp and retain the ideas the advocate must get across to them if he is to prove his case.⁷

The most practical and effective way to achieve emphasis is to use the strategy of grouping. This entails that instead of each point being refuted individually, similar arguments are "grouped together" and defeated with a single response. For example, if the negative presented three separate, but related, arguments which deal with only one major point, the 1AR should use one response to defeat the common fallacy all three similar arguments share. Other important aspects of emphasis are equally as effective in clarifying and heightening of the perceptiveness of the judge. These include:

1) **pace** (try to keep at an understandable level, and **always** slow down at the very end of the speech.

2) **volume** (increase volume at important points which are important to the affirmative.

3) **repetition** (repeat necessary information or important points, especially if the judge looks confused).

4) **Order** is also very important, and is discussed in the following paragraph. This technique helps overcome one of the

greatest difficulties of 1AR: *time*.

The 1AR must cover all aspects presented by the negative, and consequently must cover both case side (arguments) and plan side (disadvantage) workability arguments. Conciseness of argument without loss of clarity is important if time is to be used to the greatest advantage. As a general rule of thumb, the 1AR should spend an equal amount of time --2 1/2 minutes-- on both plan side and case side. This time period is flexible to a certain extent depending on the nature of the negative arguments, but the 1AR must be sure to cover all arguments presented. It is most advisable always to end on **your** strongest ground; thus, in the 1AR, the proper and most effective order of argument would be plan side then case side.

Pragmatically, then, the 1AR must clarify the round and keep the judge's concentration on the affirmative ground. As Wood says:

Refutation and rebuttal are two different processes. Refutation means attacking the arguments of the opponent. Rebuttal means to rebuild the arguments that the opponent has attacked.⁸

The 1AR is perhaps the most difficult speech in a cross-examination debate because it deals equally with refutation and rebuttal. The 1AR must defeat the negative arguments and simultaneously re-establish the affirmative ground. This is not an impossibility, and through practice, the 1AR speaker can practically acquire both confidence and skill in presenting a convincing rebuttal. Although the 1AR has a formidable task, practical application of theory combined with effective delivery can make the 1AR a powerful tool for a successful team.

EndNotes

¹Roy V. Wood, *Strategic Debate*. (Illinois: National Textbook Company, 1972), p. 181.

²*Ibid*, p. 118.

³*Ibid*, p. 117.

⁴Austin J. Freeley, *Argumentation and Debate: Rational Decision Making*. (California: Wadsworth Publishing Co., Inc., 1967), pg. 223.

⁵Wood, p. 134.

⁶*Ibid*, p. 138.

⁷Freeley, p. 282.

⁸Wood, p. 146.

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(Lisa Seeland was an NFL debater at Lake-wood (CO) High School.)

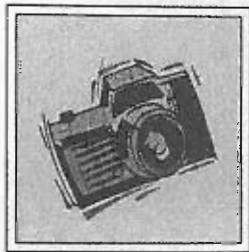
NFL'S TOP 50 DISTRICTS

(as of December 1, 1999)

Rank	Change	District	Ave. No. Degrees	Leading Chapter	No. of Degrees
1.	+3	Heart of America	128.70	Independence-Truman	249
2.	+4	New York City	128.53	Bronx HS of Science	363
3.	+3	East Kansas	127.68	Blue Valley	244
4.	-2	Northern South Dakota	126.88	Watertown	390
5.	-4	Northwest Indiana	123.80	Plymouth	317
6.	-3	Kansas Flint-Hills	120.41	Washburn Rural	467
7.	+1	East Los Angeles	114.25	Gabrielino	241
8.	+1	Northern Ohio	112.09	Austintown-Fitch	211
9.	+1	Rushmore	111.20	Sioux Falls-Lincoln	211
10.	+12	Sunflower	110.41	Wichita-East	208
11.	+2	Florida Sunshine	110.25	Sarasota-Riverview	229
12.	-7	Show Me	109.50	Blue Springs	239
13.	-1	South Kansas	107.09	El Dorado	201
14.	+2	West Kansas	106.90	Manhattan	264
15.	+3	San Fran Bay	103.06	James Logan	362
16.	-5	Illini	102.75	Downers Grove-South	382
17.	-2	Florida Manatee	102.37	Taravella	245
18.	+10	West Los Angeles	102.25	Sherman Oaks CES	203
19.	--	California Coast	99.61	Leland	345
20.	-6	Central Minnesota	98.66	Eastview	248
21.	--	Carver-Truman	91.53	Neosho	303
22.	-5	Hole in the Wall	89.33	Cheyenne-Central	223
23.	--	Montana	83.86	Bozeman	161
24.	+1	Northern Illinois	82.44	Glenbrook-North	232
25.	+1	Eastern Ohio	81.95	Carrollton	234
26.	-2	Hoosier South	80.00	Evansville-Reitz	406
27.	--	South Carolina	79.76	Riverside	191
28.	+3	Southern Wisconsin	78.83	Marquette University	172
29.	+4	Hoosier Central	78.38	Ben Davis	227
30.	+6	Big Valley	78.25	Modesto-Beyer	289
31.	+1	Southern Minnesota	77.88	Eagan	227
32.	-3	Northern Lights	77.06	Moorhead	252
33.	+8	Western Washington	75.40	Auburn Senior	131
34.	+10	Rocky Mountain-South	75.35	Wheat Ridge	187
35.	--	Northern Wisconsin	74.42	Appleton East	202
36.	+14	Chesapeake	73.50	Calvert Hall College	108
37.	+1	Nebraska	73.00	Kearney Senior	175
37.	-17	Southern Nevada	73.00	Green Valley	186
39.	+1	Big Orange	72.50	Esperanza	208
40.	-3	Heart of Texas	72.00	Westlake	148
41.	+1	New England	71.45	Manchester	138
42.	+1	Southern California	71.38	Redlands	105
43.	-13	Michigan	70.16	Portage-Central	151
44.	+3	East Texas	68.60	Dulles	161
45.	+1	Sierra	68.37	Centennial	193
46.	+10	North Coast	68.23	Gilmour Academy	126
47.	+10	Tennessee	68.05	Mars Hill Bible School	206
48.	+1	West Iowa	66.76	Ankeny Senior	176
49.	+25	Pittsburgh	65.22	Bethel Park	132
50.	+14	Gulf Coast	64.55	Gregory-Portland	197

NFL DISTRICT STANDINGS

Rank	Change	District	Ave. No. Degrees	Leading Chapter	No. of Degrees
51.	+1	South Oregon	64.30	Ashland	190
52.	-14	West Oklahoma	63.85	Norman	166
53.	+13	Valley Forge	63.43	Truman	178
54.	-1	Carolina West	62.92	Myers Park	151
55.	+2	Lone Star	62.42	Plano Senior	243
56.	-2	Eastern Washington	62.30	Mead	129
57.	+5	Eastern Missouri	61.77	Pattonville	230
58.	+1	South Texas	61.57	Lamar Consolidated	212
59.	-14	Colorado	61.46	Cherry Creek	227
60.	+8	Utah-Wasatch	61.10	Layton	115
61.	--	Idaho	60.92	Hillcrest	128
62.	+3	Georgia Northern Mountain	59.30	Westminster Schools	112
62.	+24	North Oregon	59.30	Gresham-Barlow	143
64.	+5	Nebraska South	58.78	Millard-South	112
65.	-17	North East Indiana	58.75	Chesterton	269
66.	-6	Deep South	58.58	Vestavia Hills	191
67.	-16	Sundance	58.44	Jordan	141
68.	-34	Sagebrush	58.40	Reno	125
69.	+2	Ozark	57.37	Springfield-Hillcrest	123
70.	-15	New Mexico	57.00	Albuquerque Academy	177
71.	-4	Louisiana	56.36	Caddo Magnet	155
72.	-9	Greater Illinois	55.83	Belleville-East	143
73.	+4	North Dakota Roughrider	55.05	Fargo-Shanley	117
74.	+1	Rocky Mountain-North	54.92	Greeley-Central	116
75.	+3	West Virginia	54.60	Parkersburg-South	73
76.	-6	New Jersey	54.35	Montville	117
77.	-1	Wind River	53.82	Lander Valley	92
78.	-6	East Oklahoma	53.77	Bishop Kelley	128
79.	+11	Western Ohio	53.62	Dayton-Oakwood	172
80.	+14	Great Salt Lake	52.00	Hunter	78
81.	-1	Arizona	51.59	Dobson	103
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83.	-10	New York State	51.20	Newburgh Free Academy	108
84.	-3	Maine	49.57	Brunswick	99
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91.	-2	Central Texas	44.11	San Antonio-Churchill	118
92.	-5	South Florida	44.00	North Miami Beach	132
92.	-10	Mid-Atlantic	44.00	Blacksburg	139
94.	-10	East Iowa	43.66	Bettendorf	121
95.	-12	Kentucky	42.09	Rowan County Senior	77
96.	--	Tarheel East	33.85	South View Senior	56
97.	-4	Puget Sound	33.37	Kamiak	76
98.	+3	West Texas	27.30	Hanks	71
99.	-4	Iroquois	26.00	Mount Mercy Academy	63
100.	--	Patrick Henry	24.60	Madison County	85
101.	-2	Hawaii	24.43	Punahou School	68
102.	--	Guam	6.50	Southern	10



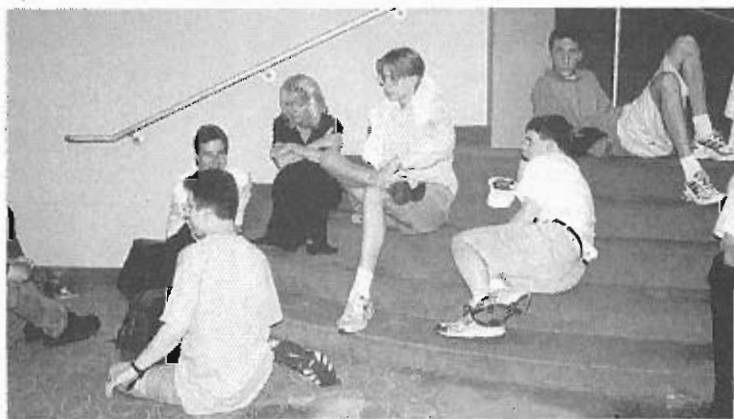
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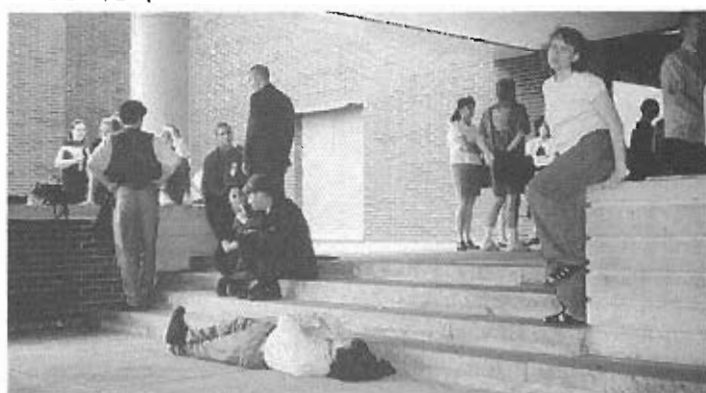
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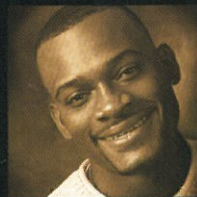
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